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ABSTRACT

This book describes what is wrong with the western schooling process and shows how it manipulates learners through grading them. It also describes what an education process requires to be truly educative. The chapters of section A, "The Relation between Motivation and Meaningful Learning," are: (A1) "Meaningful Learning and Motivation"; and (A2) "Extrinsic and Intrinsic Motivation." Section B, "Qualities of the Motivational Teacher," contains: (B1) "The Ability To Be Yourself"; (B2) "An Exemplary Sense-of-Life"; (B3) "Willingness To Learn"; (B4) "Sensitivity to Learners"; (B5) "A Perspective on Humour"; (B6) "Flexibility"; (B7) "Lucidity"; (B8) "Tolerance"; (B9) "Ability To Take Each Learner Seriously"; (B10) "Self-Discipline"; and (B11) "Credibility." Section C, "Strategies for Designing Learning Activities Based on Intrinsic Motivation," contains: (C1) "Starting with the Learners' Questions"; (C2) "Constructive Competitiveness"; (C3) "The Right Level of Challenge"; (C4) "Interpreting Original Data"; (C5) "Hands On: Learning by Doing"; (C6) "Freedom To Play with Ideas"; (C7) "Shattering Complacency"; (C8) "Giving Constructive Feedback"; (C9) "The Opportunity To Excel"; (C10) "The Means To Judge Their Own Progress"; (C11) "Co-Operative Learning"; (C12) "Exposure to Motivated People"; and (C13) "Checklist: The 12 Strategies." Section D, "Measuring Student Progress: The Portfolio System as an Alternative to Grades," contains a chapter on "The Portfolio System as an Alternative to Grades." An appendix contains the Word Misconception Test. (SLD)

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